



**Text Dependent Analysis (TDA) Professional Learning Series:**

**Script for Module 6 - Purposeful Annotations for Text Dependent Analysis (TDA)**

Slide	Script
1	<p>Welcome to the Text Dependent Analysis Module #6: Purposeful Annotations for Text Dependent Analysis (TDA). This module answers the key question: <i>How should students annotate the text for analysis?</i> This module is part of a comprehensive series of TDA modules created by the Center for Assessment and Pennsylvania Department of Education. There is an Introduction Module to the TDA Professional Learning Series that explains the purpose, organization, and intended use of the modules and should be watched first, if you have not already done so.</p>
2	<p>As a warm-up to this module, we ask you to consider the following question: 1) <i>Why should you teach students to annotate the text while reading?</i></p> <p><b>Please pause the video and respond</b> to this question in your journal (page 2) then discuss with colleagues. After your reflection, resume playing the video.</p>
3	<p>Let's begin by identifying why students should learn to annotate the text during and after reading.</p> <p><b>Pause the video and read</b> the quote on the slide. Resume playing the video once you are ready.</p> <p>You may recall from Module 1, in the report, <i>Writing to Read</i>, published in 2010, Graham and Hebert find that teaching students to write about text strengthens comprehension, fluency, and word skills, and overall improves reading abilities. Annotating is a writing-to-learn strategy that occurs during the reading process.</p> <p>You may also recall from Module 1, Louise Rosenblatt explained that readers interact with text to bring their prior knowledge and experiences to the reading situation in order to construct meaning.</p> <p>Consequently, teaching students to annotate during the close reading of</p>



	texts allows students to interact with the text. In other words, annotating text increases students' active engagement with the text, teaches reading as a process, makes thinking visible, and acts as a bookmark for future reference.
4	<p>During reading we want students to consider ideas, concepts, and connections. Teaching students to annotate for a purpose encourages them to slow down while reading to react to what is read, identify and consider the author's use of techniques, recognize their own misunderstandings, make connections to other ideas, concepts, characters, or to judge the importance of what has been read.</p> <p>With a purpose for pausing and annotating, students deepen their understanding of the text and are able to move beyond literal comprehension to making inferences, and ultimately to explore the underlying analysis of reading elements and text structures.</p>
5	Given the reasons and purposes of annotating text, <b>please pause the video and respond</b> to the question, <i>what should students annotate to support the analysis of text?</i> in your journal (page 3) then discuss with colleagues. After your reflection, resume playing the video.
6	<p>Text annotations can generally occur when students make predictions, question the author, state opinions, identify unknown language or vocabulary, and mark areas of confusion. These annotations allow students to consider the author's craft or message, make connections to their life experiences and/or other texts, to reflect on the author's meaning, or to dialogue or argue with the author. Teaching students to annotate using these strategies helps them make sense of the types of information they are noticing in the text.</p> <p>Additionally, annotating during close reading can support identifying examples or text evidence, and making inferences about the evidence, and thereby, supporting analysis.</p>
7	When students are asked to annotate text, they should be purposeful rather than annotating just for the sake of annotating. Therefore, prior to asking students to annotate the text, the teacher should determine the focus of the annotations which should be derived from the text dependent analysis



	<p>prompt.</p> <p>For example, consider the TDA prompt on this slide: <i>Authors often use figurative language to describe objects, characters, and situations in their story. Write an essay analyzing the role that the figurative language plays in the text, <i>Uncle Timothy's Ships</i>. Use evidence from the text to support your analysis.</i></p> <p>Given the expectations in this prompt what could be the focus of purposeful annotations? <b>Please pause the video and respond</b> to this question in your journal (page 4) then discuss with colleagues. After your reflection, resume playing the video.</p>
8	<p>This prompt was created based on the reading elements that are found in the text, <i>Uncle Timothy's Ships</i>, and are part of the close reading instruction. For example, in order for students to successfully respond to this prompt, they have been and/or are learning about different types of figurative language (e.g., similes, metaphors, symbolism) and how the figurative language reveals something about the characters, setting, or perhaps the conflict. Based on this instructional focus, students would be guided to annotate:</p> <ul style="list-style-type: none"><li>● examples of figurative language found in the text</li><li>● character descriptions</li><li>● setting descriptions</li><li>● indications of the conflict</li></ul> <p>Additionally, because reading is an interactive process, students would also be encouraged to find connections between their experiences and the text by reacting to characters' behaviors or motivations, posing questions about the author's use of the figurative language, identifying "aha" moments as they realize something significant is happening, making predictions, identifying unknown vocabulary, and/or marking areas of confusion.</p>
9	<p>There are different ways that students can be taught to annotate text. We'll consider two main types of annotations along with different strategies that can be used.</p>



	<p>The first way students can annotate text is probably the most common form used which is teaching students annotation marks. Annotating marks may include underlining important points of the text, circling unknown words or phrases, question marks indicating when the information is unclear, or exclamation marks when the information is interesting.</p>
10	<p>As students move through the grades, teachers can add additional annotation marks, such as adding numbers next to each paragraph, or including an asterisk or star next to information that signals an “aha” moment.</p> <p>There is no one particular coding system; however, a coding system should be used consistently in a school/district to help students focus on the text rather than learning new annotating marks each year.</p>
11	<p>When annotating marks are used in isolation, it is important to understand that they signal surface meaning of the text such as vocabulary, and the <i>who, what, when, where, and why</i> of the text. This is because student thinking is not clearly made visible. For example, a student might underline a statement in the text, but it is unclear why they thought the statement was important. And unfortunately, by the time a student has completed reading the text and asked to explain why they underlined a statement, they may have forgotten what was important about the statement or what it represented.</p>
12	<p>The second type of annotation is when students are taught to record margin notes. Margin notes may begin with a symbol, such as an asterisk, but are followed by a comment in the margin.</p> <p>In addition to having students write margin notes so they don’t forget what they thought, let’s also recall that annotating is a writing-to-learn strategy. When students record these notes, they document what they were thinking during the reading process, making their thinking visible to themselves, peers, and the teacher both in the immediate and after reading.</p>
13	<p>We realize that students are not always able to annotate directly onto a text. There are several strategies that can be employed for overcoming this obstacle. <b>Please pause the video and record</b> in your journal (page 5) possible ways students can annotate the text without writing on the text.</p>



	<p>Then discuss your list with a colleague. After your reflection, resume playing the video.</p>
14	<p>We suggest two main strategies - post-it notes or sticky arrows and interactive journals (which can include different variations for using the interactive journal).</p> <p>Post-it notes or sticky arrows are the most commonly used strategies. As students read the text, they can place a sticky arrow on the page where they record the annotation symbol and then record their comment on a post-it note. These can be placed directly on the text or can be placed in a reading journal. The journal could be structured with two columns, in which the first column is labeled “information” and the second column is labeled “interpretation”. As students interact with the text, they can place information such as a quote, phrase, or word and a page number in the information column and comments, reactions, questions, or inferences about the text in the interpretation column.</p>
15	<p>Different techniques can be used for annotating the text within an interactive journal to help students move beyond superficial comprehension, using strategies such as <i>Questioning the Author</i>, <i>Creative Annotations</i>, and <i>Collaborative Annotations</i>.</p> <p>Prior to introducing the <i>Questioning the Author</i> technique, the teacher selects a passage or text that is interesting and allows for discussion, identifies appropriate stopping points for posing higher order questions, and develops text dependent questions for students to explore to gain deeper meaning of the text focused on the expectations of the text dependent analysis prompt.</p> <p>When using the technique, ensure that students understand that good readers ask authors questions during the reading process. Additionally, the teacher should model and engage students, while thinking aloud, questions for the author, such as:</p> <ul style="list-style-type: none"><li>• <i>What is the author trying to tell us when the character does/says...?</i></li><li>• <i>How did the author show that something has changed in the character’s thinking?</i></li></ul>



	<ul style="list-style-type: none"> <li>• <i>Why did the author tell us this now instead of in the beginning?</i></li> <li>• <i>Why did the author choose to use these examples of personification? What is the author trying to tell us?</i></li> </ul> <p>Students should also be encouraged to pose questions they have about the reading elements.</p> <p>Students then work together in pairs or small groups to write questions for the author, discuss their thinking, and record their collaborative ideas.</p>
16	<p>A second technique, <i>Creative Annotations</i>, includes illustrations created by a student.</p> <p>When employing this technique, students create illustrations to represent concepts, ideas, and the elements of literature. Prior to engaging in Creative Annotations, the student and/or class identify specific illustrations that will indicate the author’s use of the literary element. For example, if students are learning about foreshadowing techniques, they would create a visual for different types, such as an object innocuous statement or symbolism. Or they may use a heart to represent conflict with a symbol for internal conflict and a different symbol for external conflict. Or a visual would be identified for different types of figurative language, and so on.</p> <p>As students read, they capture the use of the reading elements and write their interpretation of its use, creating an illustration. This technique allows students to synthesize information and increases student engagement and creativity.</p>
17	<p>When students engage in Collaborative Annotations, multiple students annotate a shared text in an interactive journal, examine their peers’ annotations, look for similarities, and/or ask questions.</p> <p>To begin, each small group of students has an interactive journal in which they are instructed to write two comments and pose one question per page/section of the text. The journal with the comments and questions is then passed to another group. Before writing the comments and question for the next page/section of the text, the new group can respond to the</p>



	<p>comments or question posed by another group. This process continues until students have completed reading, annotating the text, and responding to the ideas of other groups.</p> <p>This technique encourages students to closely read a text, think critically, and gain a deeper and more meaningful understanding of the text by considering the comments and questions posed by different groups of students.</p>
18	<p>Finally, we want students to use the annotations that they have recorded. As stated earlier, purposeful annotations allow students' thinking to be made visible, help students keep track of key ideas, formulate thoughts and questions during and after reading, make inferences and interpretations, and draw conclusions about the text.</p> <p>Using the strategies and techniques described in this module, students should have already engaged in multiple close readings of the text for the purpose of annotating. Therefore, students should be taught to use these annotations as references to their thinking during discussions and when constructing responses to text dependent analysis prompts. The annotations readily support locating evidence, recalling inferences, and determining how one reading element is interrelated with another reading element. Using annotations eliminates the need for students to reread the text in the midst of responding to the prompt.</p>
19	<p>Let's look at one last example of how this can occur. Consider the following TDA prompt developed prior to students engaging in annotating the text: <i>Authors choose words and language carefully to communicate a message. Write an essay analyzing how Sandra Cisneros uses imagery to reveal a theme. Use evidence from the text to support your response.</i></p> <p>Based on this prompt, what would you expect to be the focus of students' purposeful annotations? <b>Please pause the video and record</b> your response in your journal (page 6) then discuss with colleagues. After your reflection, resume playing the video.</p>
20	<p>Now examine a student's annotations focused on key vocabulary supporting imagery, figurative language, and interpretations. The student</p>



	has woven together the use of annotation marks, margin notes, and questioning the author to purposefully annotate the text based on the expectations of the prompt.
21	Before we end this module, we want to provide a word of caution about having students annotate text using a highlighter. Often students highlight so much of the page that there is more text in color than not. Additionally, once the highlighting has been added, it can't be removed. If students highlight text inadvertently or if they gain additional information further along in the text, the highlighting is there to stay. And finally, if students are using highlighters to annotate, they need to pause, put down the highlighter, locate a pencil to write their margin notes, and then pick up their highlighter as they continue reading. Therefore, we recommend teaching students to annotate with a pencil allowing them to erase when needed and to fluidly move from making a mark to writing a comment.
22	<p>We believe that it is essential to take a few minutes to reflect upon what you just heard, organize it in your own mind, and to apply it to your professional practice. <b>Pause to reflect and respond to the following questions</b> in your reflection journal (pages 7-8):</p> <p>Consider your instructional practices:</p> <ol style="list-style-type: none"> <li>1) How can you embed purposeful annotations into your close reading instruction? Describe what you currently teach and what you would include moving forward in your instruction based on what you learned in this module.</li> <li>2) In what ways can you model the use of purposeful annotations when responding to a text dependent analysis prompt?</li> </ol>
23	If you are interested in further information about the content of this module, see the hyperlinked resource, <i>Purposeful Annotations for TDA</i> , in the module folder.
24	This module answered the key question: <i>How should students annotate the text for analysis?</i> This module is part of a comprehensive series of TDA modules created to help you go deeper and extend your learning about text dependent analysis.
25	Additional information for this module can be found using these references.





## The Thompson TDA Model

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26	Thank you for taking the time to engage in Module 6.
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